

WARRENVILLE ELEMENTARY

569 Howlandville Road
Warrenville, South Carolina 29851

GRADES K-5 Elementary School

ENROLLMENT 413 Students

PRINCIPAL Joanne Skillman 803-663-4270

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 4 | 44 | 45 | 3 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Unsatisfactory | N/A |
| 2002 | Average | Unsatisfactory | N/A |
| 2003 | Average | Below Average | No |
| 2004 | Average | Unsatisfactory | No |

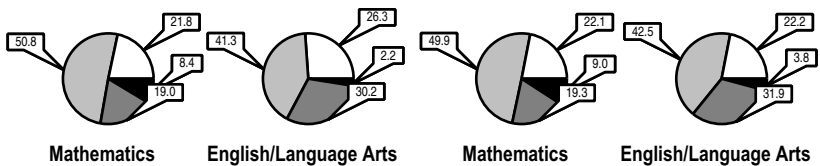
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 200 | 99.5 | 27.3 | 41.2 | 29.4 | 2.1 | 41.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 110 | 99.1 | 28.8 | 41.3 | 28.8 | 1.0 | 38.5 | | |
| Female | 90 | 100.0 | 25.3 | 41.0 | 30.1 | 3.6 | 45.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 130 | 99.2 | 19.7 | 39.3 | 38.5 | 2.5 | 52.5 | Yes | Yes |
| African-American | 64 | 100.0 | 42.4 | 45.8 | 11.9 | 0.0 | 20.3 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 169 | 99.4 | 20.5 | 42.9 | 34.0 | 2.6 | 48.7 | | |
| Disabled | 31 | 100.0 | 61.3 | 32.3 | 6.5 | 0.0 | 6.5 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Non-migrant | 199 | 99.5 | 27.4 | 40.9 | 29.6 | 2.2 | 41.9 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 198 | 99.5 | 26.5 | 41.6 | 29.7 | 2.2 | 42.2 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 124 | 99.2 | 33.9 | 41.7 | 24.3 | 0.0 | 32.2 | Yes | Yes |
| Full-pay meals | 76 | 100.0 | 16.7 | 40.3 | 37.5 | 5.6 | 56.9 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 200 | 100.0 | 23.9 | 48.9 | 18.1 | 9.0 | 37.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 110 | 100.0 | 20.0 | 52.4 | 18.1 | 9.5 | 41.9 | | |
| Female | 90 | 100.0 | 28.9 | 44.6 | 18.1 | 8.4 | 32.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 130 | 100.0 | 20.3 | 45.5 | 21.1 | 13.0 | 47.2 | Yes | Yes |
| African-American | 64 | 100.0 | 30.5 | 61.0 | 6.8 | 1.7 | 15.3 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 169 | 100.0 | 17.8 | 52.9 | 19.7 | 9.6 | 40.1 | | |
| Disabled | 31 | 100.0 | 54.8 | 29.0 | 9.7 | 6.5 | 25.8 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | | |
| Non-migrant | 199 | 100.0 | 24.1 | 49.2 | 17.6 | 9.1 | 37.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 198 | 100.0 | 23.1 | 49.5 | 18.3 | 9.1 | 38.2 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 124 | 100.0 | 28.4 | 53.4 | 12.9 | 5.2 | 27.6 | Yes | Yes |
| Full-pay meals | 76 | 100.0 | 16.7 | 41.7 | 26.4 | 15.3 | 54.2 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 55 | 100.0 | 31.3 | 39.6 | 27.1 | 2.1 | 29.2 |
| | Grade 4 | 87 | 100.0 | 26.3 | 48.8 | 25.0 | N/A | 25.0 |
| | Grade 5 | 70 | 97.1 | 30.6 | 56.5 | 11.3 | 1.6 | 12.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 63 | 100.0 | 16.9 | 33.9 | 42.4 | 6.8 | 49.2 |
| | Grade 4 | 55 | 98.2 | 39.6 | 28.3 | 32.1 | N/A | 32.1 |
| | Grade 5 | 82 | 100.0 | 27.2 | 56.8 | 16.0 | N/A | 16.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 55 | 98.2 | 21.3 | 63.8 | 6.4 | 8.5 | 14.9 |
| | Grade 4 | 87 | 100.0 | 12.5 | 61.3 | 12.5 | 13.8 | 26.3 |
| | Grade 5 | 70 | 98.6 | 29.0 | 46.8 | 17.7 | 6.5 | 24.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 63 | 100.0 | 27.1 | 55.9 | 15.3 | 1.7 | 16.9 |
| | Grade 4 | 55 | 100.0 | 25.9 | 50.0 | 13.0 | 11.1 | 24.1 |
| | Grade 5 | 82 | 100.0 | 21.0 | 46.9 | 22.2 | 9.9 | 32.1 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 413) | | | | |
| First graders who attended full-day kindergarten | 90.2% | N/C | 100.0% | 100.0% |
| Retention rate | 3.8% | Up from 3.2% | 2.9% | 2.7% |
| Attendance rate | 95.3% | Up from 94.3% | 96.2% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.5% | | 5.0% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.5% | | 3.6% | 3.5% |
| Eligible for gifted and talented | 18.9% | Up from 18.8% | 12.6% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 4.4% | Down from 5.3% | 9.5% | 8.2% |
| Older than usual for grade | 0.5% | Down from 0.8% | 1.2% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 28) | | | | |
| Teachers with advanced degrees | 42.9% | Up from 37.9% | 48.4% | 51.4% |
| Continuing contract teachers | 82.1% | Up from 72.4% | 89.4% | 87.5% |
| Highly qualified teachers** | 96.0% | N/A | 95.0% | 95.0% |
| Teachers with emergency or provisional certificates | 4.2% | | 0.0% | 0.0% |
| Teachers returning from previous year | 80.3% | Down from 83.3% | 86.0% | 86.7% |
| Teacher attendance rate | 94.1% | Down from 95.2% | 94.4% | 94.9% |
| Average teacher salary | \$38,497 | Up 4.3% | \$40,208 | \$40,760 |
| Prof. development days/teacher | 16.4 days | Up from 13.3 days | 12.5 days | 12.4 days |

School

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Principal's years at school | 4.0 | Up from 3.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.4 to 1 | Up from 18.0 to 1 | 18.9 to 1 | 18.9 to 1 |
| Prime instructional time | 88.6% | Up from 87.9% | 89.3% | 90.0% |
| Dollars spent per pupil* | \$5,680 | Up 4.5% | \$5,738 | \$6,044 |
| Percent of expenditures for teacher salaries* | 67.1% | Up from 64.0% | 66.0% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 97.8% | Down from 99.0% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 90.4% | 92.0% |
| Highly qualified teachers in high poverty schools** | 92.7% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

A united effort by the Warrenville Elementary community succeeded in completing a successful year. The focus on quality instruction was evident as teacher expertise continued to increase through intensive staff development experiences in technology, teaching the diverse learner, Accelerated Math, writing, reading and hands-on science. Several teachers were enrolled in graduate programs while others focused their attention on specific subject areas.

Community support and involvement far exceeded that of previous years. Generous donations from various businesses and churches included personalized storybooks, D.A.R.E. graduation T-shirts, the character education curriculum and materials, author visits, school supplies and food baskets for our needy families. Local industries partnered with their employees by making cash donations for their volunteer hours or by making direct cash donations towards our instructional program.

Service learning contributed greatly to efforts at school beautification as well as in serving others. Students, teachers, parents and community members joined in planting gardens, cleaning the wetlands area, building bird houses and pergolas and maintaining a fresh water pond. In addition, the fifth grade class added another mural to the interior of the school, continuing the tradition of leaving a legacy. Integrated classroom lessons provided opportunities for hands-on learning experiences for students.

The school's emphasis on science was supported by Clemson Extension through 4-H and by the Savannah River Ecology Lab and University of South Carolina-Aiken, as well as Westinghouse-Savannah River Plant. Our annual Science Day brought forth over thirty scientists from throughout the Central Savannah River Area who dazzled students with scientific and mathematical demonstrations.

As several new neighborhoods develop within our attendance area, we look forward to continued growth and improvement.

Lynne Harling Joanne Skillman
School Improvement Council Chair Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 32 | 79 | 59 |
| Percent satisfied with learning environment | 93.8% | 75.9% | 84.5% |
| Percent satisfied with social and physical environment | 96.9% | 71.8% | 81.0% |
| Percent satisfied with home-school relations | 62.5% | 82.1% | 70.2% |

*Only students at the highest elementary school grade level at this school and their parents were included.